

**EXPRESSIVE ARTS**  
**Controlled Test Paper**

**3261/T**

To be issued to candidates on or after 1 January 2006

**For this paper you must have:**

- a Controlled Test Evaluation Booklet

Time allowed: Investigation Period (as specified by your teacher) followed by the Controlled Test (up to 15 hours)

**Instructions**

- You must choose **one** Area of Study from those given on pages 2 to 9. The Area of Study chosen must be different from those submitted for Coursework assessment.
- The final presentation must integrate **two** art forms.
- You must complete an evaluation during the Controlled Test.
- No teacher assistance is permitted during the Controlled Test. All this work must be carried out under teacher supervision.
- You must work either individually or in a group of no more than five.

**Information**

- You will be given time to plan and investigate your response during the Investigation Period. This work may be undertaken outside the classroom.
- Your teacher may assist you in reading the paper and providing information during the Investigation Period.
- You may write notes on the blank pages of the Evaluation Booklet at any time during the Investigation Period and the Controlled Test.

**Advice**

- In your presentation, it is recommended that you use only art forms studied during your course.
- If you work in a group, it must be possible to identify your work for assessment purposes. If your presentation is a performance, it must last no longer than 15 minutes.
- The maximum mark for the Controlled Test is 80. Mark allocations are shown below. There are equal marks for each of the questions.

Developing Ideas – <b>30</b> marks	Presentation – <b>40</b> marks	Evaluation – <b>10</b> marks
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**Area of Study 1: THEMES**

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## The Circus

The circus has been a form of performance since the time of the Romans. In the 19<sup>th</sup> and 20<sup>th</sup> Centuries, the circus was established as entertainment through family-run businesses such as Barnum and Bailey's Greatest Show on Earth and The Ringling Brothers' Greatest Shows. The circus has international appeal for the daring acts performed by acrobats, the silent comedy of clowns and the skills of traditional performers such as jugglers and unicyclists.

Prior to television, the annual visit of a circus to a small town was a source of wonder and amazement.

### **EITHER**

- (a) Create a presentation in response to the stimulus, integrating **two** art forms.

### **OR**

- (b) Create a presentation integrating **two** art forms, using, if you wish, any of the following suggestions as a starting point.
- In a short video/drama presentation, tell a story of the real person behind the smiling, painted face of a clown. You may wish to consider how a clown lost contact with his/her family after running away with the circus.
  - Choreograph and perform a dance routine, accompanied by an original piece of music, to draw attention to the arrival of the circus. You may wish to consider the use of marching, drum rolls or fanfares.
  - Children are often excited by the circus. Present a short, illustrated book to share the adventure of going to the circus with a five-year-old child.

**Turn over for the next question**

**Turn over ►**

**Area of Study 2: ISSUES**

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***Picador* by Picasso**

Pablo Picasso often reflected cultural, historical and social events in his work. Some people view the 1959 print of the *Picador* as a celebration of the fluidity of movement displayed by the picadors in bullfighting. Others may be disturbed by the deliberate killing of animals for public entertainment.

**EITHER**

- (a) Create a presentation in response to the stimulus, integrating **two** art forms.

**OR**

- (b) Create a presentation integrating **two** art forms, using, if you wish, any of the following suggestions as a starting point.
- Through a dance/drama presentation in which the performers are the animals about to lose their lives, communicate the feelings of the animals. You may wish to consider their excitement at being part of a traditional spectacle, contrasted with their anger at the slaughter of others of their species.
  - Create animal puppets to present a Theatre in Education puppet show. The presentation could focus on preventing cruelty to animals.
  - Write and compose a song presenting the views of the picador, the bull, the audience, the promoter and/or the workers at the bullring.

**Turn over for the next question**

**Turn over ►**

**Area of Study 3: FROM PAST TO PRESENT**

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## The Irish Potato Famine

### EITHER

- (a) Create a presentation in response to the stimuli, integrating **two** art forms.

### OR

- (b) Create a presentation integrating **two** art forms, using, if you wish, any of the following suggestions as a starting point.
- The conditions on ships taking Irish emigrants across the Atlantic were often so bad that many were sick or died on the voyage. Create a dance/drama presentation that depicts how families may have attempted to maintain good spirits during the crossing.
  - The people of Ireland suffered greatly during the Famine, sometimes with only one family member remaining. Imagine you are the only member of your family to survive. Create an original ballad that narrates events that have left you alone.
  - Many people in England were unaware of the plight of the Irish farmers. Using visual and verbal arts, create a publicity campaign to gain support to relieve the suffering. You may wish to consider the use of cartoon style as seen in the publications of the time, integrating your own account of the horrific circumstances.

**Turn over for the next question**

**Turn over ►**

**Area of Study 4: PEOPLES AND PLACES**

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## The Chinese Dragon

### EITHER

- (a) Create a presentation in response to the stimuli, integrating **two** art forms.

### OR

- (b) Create a presentation integrating **two** art forms, using, if you wish, any of the following suggestions as a starting point.
- Using costumes you have designed and made, create a dance that demonstrates the power of the various Chinese dragons.
  - Dragons feature strongly in Chinese legends. Create a cartoon video to communicate one of the dragon legends.
  - Using drama and verbal arts, create a presentation to show how a person having the characteristics of a dragon, such as heroism and benevolence, helps others to overcome obstacles. Consider how the script will emphasise how good may come from adversity.

**END OF QUESTIONS**

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